#  UIC Heritage Garden Internship Program

## Summer 2022 SYLLABUSA monarch butterfly on a purple flower.

### Location

Latino Cultural Center- LC B2 Gallery + Satellite gardens

### Schedule

May 16th - August 12th (new cohort begins May 23rd)

Monday to Friday: 10 am to 2 pm with variations.

#### July 4th – July 8th is a week off.

### Program Director

Rosa Cabrera, PhD

Director, Latino Cultural Center (LCC)

cabrera@uic.edu, (312) 996-0312 Office.

### Program Instructors

Staff from the African American Cultural Center, Arab American Cultural Center, Asian American Resource and Cultural Center, Disability Cultural Center, Gender and Sexuality Center, Women’s Leadership and Resource Center, and the Latino Cultural Center.

### Program Educator and Supervisor

Ireri Unzueta Carrasco, LCC

nunzue2@uic.edu, (773)653-3665 cell phone.

### Interns and Leaders

**Keyana** Robinson, she/her - *Media Senior Leader*

**Nia** Cunningham, She/They - *Leader*

**Rubi** Valentin, she/her - *Leader*

**Stephanie** Villagomez, she/they - *Leader*

**Ashley** Cruz, she/her - *Leader*

**Hasiya Najmin** Isa, she/her - *Leader*

**Johanna** Taylor, She/they - *Intern*

**Kayla** A Jordan, She/her They/them - *Intern*

**Mikey** Parada, They/them - *Intern*

**Edwin** Quiroz, He/him - *Intern*

**Ikram** Isa, She/her - *Intern*

**Carmen** Estrada, She/her, *Intern*

**Wei- Zen** Chen, She/her - *Photo and Media* *Intern*

### How do people see themselves playing a role in creating a sustainable future that benefits both people and nature? What can an urban, public university like the University of Illinois - Chicago do to help people make this connection and build leadership among its students to carry out and sustain such efforts? People in cities like Chicago and urban public universities like UIC are directly implicated in regional and campus climate plans. Diverse campus and community groups can work together to reduce a few environmental stresses and create a more livable and resilient city.

### Access Information

On campus, most work will take place in the satellite gardens and at the Latino Cultural Center or a different cultural center. All centers are wheelchair accessible. Most garden satellites are in raised beds that include a seating ledge. Some garden satellites (two) are at the ground level.

Online sessions will be held on Zoom and automatic captioning will be turned on. The meetings will include discussions, screen shares, polls, breakout rooms and more. Everyone’s participation is important. Please let us know your access needs before the program begins, but also any time these are not being met.

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Students who face or anticipate disability-related barriers while at UIC should connect with the **Disability Resource Center (DRC) at drc.uic.edu,** drc@uic.edu**, or at (312) 413-2183** to create a plan for reasonable accommodations. To receive accommodations, students must disclose disability to the DRC, complete an interactive registration process with the DRC, and provide their course instructor with a Letter of Accommodation (LOA). Course instructors in receipt of an LOA will work with the student and the DRC to implement approved accommodations.

We also encourage everyone to connect to the **UIC Disability Cultural Center** (DCC) which offers public programs, discussion series, arts-based workshops, and one-on-one support - “working to engage an understanding of disability issues as social justice issues, and disability as a site for identity, community, and culture.”

### Internship Background and Description

The UIC Heritage Garden is a hands-on learning project where students work with faculty, staff, and community members to connect horticulture with environmental sustainability, cultural diversity and social justice. The project’s student leaders and interns oversee the planting of eight satellite gardens on the east side of campus. Paid internships are funded by the UIC Sustainability Fee. The seven [Centers for Cultural Understanding and Social Change](http://latinocultural.uic.edu/centersforculturalunderstandingsocialchange/) (CCUSC) collaborate in this project with program infrastructure provided by the Latino Cultural Center.

**The goal of the internship program is to provide students with engaged learning activities to  explore environmental and climate justice through an intercultural lens.**

**During the Summer 2021 we will accomplish this goal** through educational and professional capacity-building activities including:

**Intellectual Framework Discussion:** Participate in an orientation discussion about the project intellectual framework rooted on cultural diversity and environmental and climate justice.

**CCUSC Curriculum:** Explorethrough center specific educational activities with CCUSC:

* **Gender and Sexuality Center -** Interns will be introduced to the environmental justice issues impacting the intersectional identities of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual+ (LGBTQIA+) communities including climate change, housing insecurity, and other social issues. Highlights of ways that Queer and Trans people are healing, creating change, and collaborating will be featured.
* **Disability Cultural Center -** Interns will connect their personal histories to their activism and reflect on ableism as a system of privilege and oppression. Interns will also dive into perspectives from the disability justice movement on climate chaos and explore recent examples of resistance. We will close our time together by critically reading environmental slogans and opening up a conversation about cross-movement solidarity.
* **Latino Cultural Center -** Unpacking Concepts and Principles: Culture, Heritage, and Environmental & Climate Justice. This module will provide a short overview of the environmental justice movement and its connection to climate change. It will draw on case studies from various Latinx community localities to examine larger systems of power and privilege that produce unjust environmental and climate conditions putting people of color, immigrants, and low-income earners at greater risk. Simultaneously, it will highlight the responses that residents have created to shape more livable and sustainable communities.
* **Women’s Leadership and Resource Center-** Interns will be introduced to feminist approaches to sustainability and environmental justice. Interns will gain and deepen knowledge of feminism and liberation in relation to the physical environment and in promoting a more healthy, livable, and just existence for humanity. At the core of our conversations are stories about how women and communities of color link their personal relationships with the environment to their social identities and involvement in environmental justice movements in Chicago and beyond.
* **Arab American Cultural Center -** Decolonizing and Reclaiming Our Seeds, Our Recipes, Our Foods, Our Lands.
* **African American Cultural Center -** Interns will explore the importance of land through dialogue associated with Blacks along the Appalachia and the physical connection Black people have to the spaces and places they occupy throughout their lives, the way our places and spaces speak to us and become an indelible part of who and what we are while using bell hook’s ”Appalachian Elegy” as one point of reference.
* ***Asian American Resource and Cultural Center* -** *During this module we will be exploring the work and influence of Asian American activist Grace Lee Boggs, her programs in Detroit, and how they intersect with environmental justice.*

**Hands on Horticulture:** Engage in garden work in the satellite sites and practice sharing what has been learned by engaging the UIC Community and the community at large.

**Tour Training-** Practice tours with LCC staff. Tours will be offered in the fall.

**Field Museum Engagement**- Participate in cultural and environmental activities led by Field Museum scientists during the field trip to the Museum.

**Field Days:** Participate in facilitated in-person and hybrid tours of community organizations and groups related to environmental sustainability and social justice.

**Monarch Conservation:** Learn all about monarchs, including biology, ecology and conservation from trainings provided by Joint Monarch Venture.

**Creative Projects**: Students may work on creative projects to make explicit connections between environmental sustainability, cultural diversity, and social justice. These projects must be approved by the HG Educator.

**Research**: Students may 1) collect stories from families, friends, and members of their community about environmentally friendly practices; 2) collect family recipes to document how the recipes have changed over time; and 3) identify culturally significant plants for the garden and complete profile of plants for the website.

**Native Plants**: Work with an instructor from the Native American community to maintain the *Shikaakwa* satellite created in collaboration with the American Indian Center of Chicago.

**Documentation and Dissemination**: Document and disseminate program activities and progress through a variety of methods and tools including photography, social media and the UIC Heritage Garden website (heritagegarden.uic.edu).

**Mobile Seed Library and Educational Toolkit**- Collect, research, and archive seeds for the Seed Library and update Toolkit materials as needed.

If needed,students will be assigned additional tasks that they will need to complete. Some of these tasks will take place in small groups/committees that the group decides to form. Some of these activities will be modified to adapt to best practices during the pandemic.

### Intern Responsibilities

**Assignments:** Interns must complete all program assignments as indicated in the schedule. Internship assignments outside of the 10 am to 2 pm time frame do not count towards paid hours, unless specified as paid by the Garden Educator. This may include readings, short writing assignments, etc.

**Mutual Respect*:*** Interns must respect their own and their fellow interns’ investment in the program by refraining from distracting behaviors during program activities including arriving late, leaving early, and using cell phones during group meetings/discussions activities.

**Internship Stipend and Attendance:**

* Interns will receive a stipend based on the summer program weekly hours (20 hrs. per week for 11 weeks). Intern Leaders will receive a stipend based on summer program weekly hours (25 hrs. per week for 12 weeks).
* Payments will be made every two weeks throughout the duration of the internship. The week off is not paid.
* All interns will be responsible to fill out timesheets online every other **Thursday** **by 1 pm** and submit an electronic copy to the program educator.
* Interns will also need to sign in and out in the “Sign in” binder when on campus. Please use hand sanitizer before grabbing the pen or bring your own pen/writing utensil.
* Interns are expected to attend all sessions on time and stay for the entire duration of their sessions, including discussions, group meetings, etc.
* Interns who are consistently absent and or late (more than three times per month) will be removed from the internship. Absences due to illness or family emergencies will be considered with proper notice to the program supervisor.
* **Interns can make up to 16 hours of missed work with proper notice to the educator.** Proper notice is two weeks in advance unless it is an emergency. In case of an emergency, students should text or call the Heritage Garden Educator by 10am- (**773) 653 3665**

**Working Spaces Protocol:** Interns are responsible to maintain their working spaces clean and always organized. This includes the LCC office desks, gardening tools and kitchen closets, gallery, lobby, and any other spaces that they use in other centers, including virtual spaces such as the team drive.

Program supervisor reserves the right to terminate interns that do not comply with the above responsibilities. If this occurs, stipend payment will end concurrently.

### Program Intellectual Framework

Between 2009-2011, Cabrera and Baptista conducted participatory action research commissioned by the City of Chicago under the auspices of The Field Museum’s Department of Environment, Culture and Conservation to identify effective strategies for engaging members of Chicago’s diverse communities in the Chicago Climate Action Plan (CCAP) and the Climate Action Plan for Nature (CAPN).

The following are five key takeaway points from the research:

1. While the majority of residents are aware of and care about global climate change, many do not connect it to their everyday lives in Chicago.
2. The cultural and social backgrounds of residents play large roles in shaping their attitudes and beliefs about climate change, nature, and the environment.
3. Most residents already engage in a range of green practices in their daily lives, from the mainstream to the creative and community specific.
4. Climate action programs will likely be most successful if they are designed and implemented with networks of trusted community organizations and leaders, build on cultural values, and identity and scale up existing positive behaviors.
5. Most communities are interested in adopting climate action programs that provide recognizable, community-level co-benefits, including but also beyond cost savings.

The research identified a number of important community concerns that could serve as springboard for developing strategies for community involvement in climate action such as economic development/jobs, immigration, health/food, neighborhood beautification, public space, housing, youth development, transportation, nature/environment, crime and safety, and heritage (ethnic, cultural, community, linguistics, etc.).[[1]](#footnote-1) Gardening and urban agriculture in Chicago have been deployed to address community concerns and help minimalize the impact of climate change.

1. The Field Museum, ECCo, 2011.

<http://fieldmuseum.org/explore/department/ecco/engaging-chicago-communities-climate-action> [↑](#footnote-ref-1)